

LESSON 1 SB page 1

Aims: Learners will

- revise the use of *to be* and other verbs in the present simple
- learn about the new characters in the book
- practise describing oneself and others
- practise talking about interests

Structures:

I'm /He's (13/in the first year of Preparatory School)

He's a (scientist)

I/We like/meet .../He meets/likes ...

New vocabulary:

manager

Functions:

Giving and asking for personal information

Before using the book:

- Introduce yourself and say *Good morning/afternoon* to the students. This should be said every time you enter the classroom.
- Do an introduction game. All the students sit in a circle and say their names and ages: *Hello, I'm ..., I'm ... years old.* When they have all said this, they then do a chain as follows:
S1: Hello, I'm Reem, I'm 13 years old.
S2: Hello, I'm Rasha, I'm 12 years old. This is Reem, she's 13 years old.
S3: Hello, I'm Eman, I'm 12 years old. This is Reem, she's 13 years old. This is Rasha, she's 12 years old.
- Continue around the class.
- Re-activate vocabulary useful for this unit by writing headings on the board: **Families** and **Jobs**. Have students tell you as many family members and job titles as they can remember.

SB Page 1

1 Listen, read and say

- Draw attention to the aims box (in Arabic it necessary and possible) and explain.
- Students look at the pictures and describe what the characters are doing and where they are.
- Introduce the word *manager*. Ask if any of their parents or acquaintances are managers.
- Play the cassette. Students listen and read silently.
- Play the cassette again. Students listen and read aloud along with it.
- Ask comprehension questions, e.g. *Who is Samy? What are his parents' jobs?*

Listening: SB page 1, Exercise 1

2 Complete the form

- Read through the column headings *Name*, *Age*, etc. and make sure students understand them.
- Explain the task: they will read about Samy again and complete the form with the information they read.

- 3 Students complete the task individually, then form pairs to compare and discuss their answers.
- 4 Check the answers with the whole class.

Answers:

Sally	11	sister	1st year of prep school
Hassan	45	father	hotel manager (meets a lot of people in his job)
Nawal	40	mother	a scientist at the university

3 Talk about Samy and his family

- 1 Divide students into pairs.
- 2 Explain the task: students take it in turns to make statements about Samy and his family, e.g. *He is 13. His sister is ...*, etc.
- 3 Remind students how to transform Samy's words from the first to the third person: *I – He, My – His, am – are, like – likes*, etc.
- 4 Students complete the task in their pairs. Ask some pairs to demonstrate.

Further practice

- Students have a team quiz. Make two teams and collect their books so they can't read them. Ask each member of each team a question about Samy and give their team a point if they get it right. The team with the most points wins.

LESSON 2 SB page 2 WB page 1

Aims: Learners will

- revise how to form questions with *to be* in the present, past simple and continuous tenses
- practise describing oneself and others
- practise listening and speaking skills

Structures:

What's your name/nationality/address, etc.?

When were you born?

Are you married?

How long are you staying ...?

Functions:

Giving and asking for personal information

Before using the book:

- Revise what students remember about Samy from the first lesson. Ask students if there is any other information they'd like to know about Samy. Ask them to give you questions they would ask him if they met him. Write them on the board, highlighting the structure rules for forming questions.

SB Page 2

4 Listen and complete

- Ask students if they remember what Samy and Sally's father does (*Hotel manager*).
- Read their speech bubbles at the top of the page to explain the scenario.
- Read through the form and explain where necessary. Elicit possible answers for each prompt on the form.
- Explain the task: students are going to listen and complete the form.
- Play the cassette. Students fill in the form. Students then form pairs to compare and discuss their answers.
- Check the answers with the whole class.



Tapescript

Secretary: Now, we have to complete a form with information about our visitors, so can I ask you some questions?

Hassan: Yes, of course.

Secretary: What's your name, please?

Hassan: My name is Hassan Shukri.

Secretary: What is your nationality?

Hassan: I'm Egyptian.

Secretary: And what's your telephone number, please?

Hassan: It's seven four nine seven nine four six.

Secretary: And what's your date of birth, please?

Hassan: I was born on the 20th May, 1961.

Secretary: Thank you. What's your address, please?

Hassan: It's 132 Hassan Sabry, Cairo.

Secretary: Thank you. And my last question ... How long are you staying in the Star Hotel?

Hassan: I'm staying for three days.

Secretary: Great! I hope you like our hotel.

Hassan: Yes, I'm sure ...



WB Page 1

1 Read and answer

Secretary: What's your name, please?
Hassan: My name is Hassan Shukri.
Secretary: How old are you?
Hassan: I'm 20 years old.
Secretary: What's your address?
Hassan: My address is 132 Hassan Sabry, Cairo.
Secretary: How long are you staying in the Star Hotel?
Hassan: I'm staying for three days.

2 Write questions using the words in brackets.

Secretary: What's your name, please?
Hassan: My name is Hassan Shukri.
Secretary: How old are you?
Hassan: I'm 20 years old.
Secretary: What's your address?
Hassan: My address is 132 Hassan Sabry, Cairo.
Secretary: How long are you staying in the Star Hotel?
Hassan: I'm staying for three days.

Answers:

Shukri 7497946 20.5.61 3 days

5 Complete the form

- 1 Ask students to look at the form from the previous exercise and tell you the questions for each bit of information, e.g. *What's your name?*
- 2 Explain the task: students get into pairs. One student pretends that he or she is the hotel secretary, and the other pretends to be the visitor. They ask and answer questions about each other and fill in the forms. They then swap roles.
- 3 Ask some pairs to demonstrate.

Answers:

a Amal is 11. b They are friends. They are in the same class at school.
 c Walid. d He likes computers, football and watching TV.

2 Write questions using the words in brackets

- 1 Go through the dialogue and elicit the missing questions orally.
- 2 Students read the dialogue and write in the questions. They can do this individually in class or for homework.

Answers:

Where do you live?

What is your address?

What is your phone number?

When were you born?

Further practice

- Students can work in groups to set up a 'hotel reception', create some forms (on a PC if available) and welcome other students to their hotel, filling in the forms with their personal information.

LESSON 3 SB page 3 WB page 2

Aims: Learners will

- revise the present simple
- revise *must*
- describe job routines
- give opinions about jobs
- practise reading skills

Structures:

I want/have/work, etc.

I enjoy/like ...ing

You must ...

Functions:

Giving opinions and describing routines

Before using the book:

- Revise jobs and work vocabulary. Ask about Samy's parents, and then students' own parents.
- Ask what jobs students would/wouldn't like to do, and why/why not.
- List on the board all the job titles they can think of and ask students to say what people doing each job have to do at work.



SB Page 3

1 I work at the reception at my place to meet people through my job.
2 I work with all the different customers. The best part of my job is when they can get help from me.
3 I work in a shop because I like to help people.
4 I work in a post office because I like to help people with their letters.
5 I work in a library because I like to help people with their books.
6 I work in a factory because I like to help people make things.
7 I work in a doctor's office because I like to help people with their health.

Discuss the jobs

- What do these people do?
- In what kind of work do they do?
- What do you like to do in your job? Why?

Answers

- 1 *shop assistant*
- 2 *postman*
- 3 *factory worker*
- 4 *library assistant*
- 5 *doctor*
- 6 *receptionist*

6 Read and match

- Students read the speech bubbles. Check comprehension by asking students who sentence *a* refers to. (*Faten*)
- Students read the sentences and write letters in the boxes to indicate which job goes with each job description.
- Check their answers.

Answers:

1 f	2 e	3 b
4 c	5 a (given)	6 d

7 Discuss the jobs

- Students read the job titles in the box. Check that they remember them by asking *Who works with food? Who sells things?* etc.
- Put students into pairs and get them to ask each other the questions about each job.
- Ask some pairs to demonstrate.
- Discuss with the class. Find out which jobs are the most and least popular and why.



1 *Jobs*

Match the correct six jobs to the pictures.

Waiter	Designer	Waitress	Artist
Waiter	Waitress	Artist	TV reporter



Look at the pictures and write more sentences.

a. *Waiter*, with a chop they eat *Chinese* and other things and help customers to *choose*.

b. *Waitress*, *Artist*, *Designer*, *TV reporter*

c. *Artist*, *Designer*, *TV reporter*

d. *Waiter*, *Waitress*, *Artist*, *Designer*

e. *Waiter*, *Waitress*, *Artist*, *TV reporter*

f. *Waiter*, *Waitress*, *Artist*, *Designer*

3 Match the correct six jobs to the pictures

- 1 Students read the job titles in the box. Check that they remember them by asking *Who helps ill people? Who sells things? etc.*
- 2 Students write the correct job title in the box under each picture.
- 3 Get them to describe what the people are doing in the pictures.
- 4 Explain to students that they will hear people talking about their jobs. They will write the numbers in the boxes according to the order that the jobs are described on the cassette.
- 5 Play the cassette. Students write the numbers in the boxes.
- 6 Check their answers.



Tapescript

- 1 *I work in a large shop. We have lots of different things. I sell clothes and I help people to find what they want.*
- 2 *I work on television. I talk to different sorts of people in front of a camera. I must think fast and speak well.*

- 3 *I work in a small school. There are twenty teachers. I make sure that the students work hard.*
- 4 *I work in a large hotel. About thirty people work for me. I make sure our rooms are clean and comfortable. I make sure we look after our visitors.*
- 5 *I work with clothes. I have ideas for new clothes and help design them.*
- 6 *I work in a busy garage. A lot of people bring their cars to us. I check engines and fix them.*

Answers:

a clothes designer 5	b hotel manager 4
c mechanic 6	d teacher 3
e TV reporter 2	

4 Look at the pictures and write more sentences

- 1 Play the cassette from Exercise 3 again, pausing after each person has described their job.
Students repeat what was said.
- 2 Practise the relevant language by prompting them with the letters a–f, referring to the pictures above, e.g. say *f* and the students have to reply *She works in a large shop. She sells clothes and helps people to find what they want.*
- 3 Students write sentences about each job in Exercise 3. Make sure they use the general *They ...* to describe the roles, and write about the roles in general, i.e. they must not simply copy what was on the tape.

Answers:

Answers may vary.

- a They work with clothes. They have ideas for new clothes and help design them.
- b They work in hotels. They make sure their rooms are clean and comfortable. They look after their visitors.
- c They work in garages. People bring their cars to them. They check engines and fix them.
- d They work in schools. They make sure that the students work hard.
- e They work in television. They talk to the people and report to others who are watching. They must think fast and speak well.



Further practice

- Students can do some research among their acquaintances who work – they can ask them what their job is and what they have to do every

day. They can write or give a talk about it. If any students have a part-time job or help their parents in a shop/hotel, etc., they can write or give a talk about that.

LESSON 4 SB page 4 WB page 3

Aims: Learners will

- further practise describing routines
- further practise giving and understanding personal information
- practise giving information about themselves
- revise *have got*
- practise listening skills

Structures:

Questions:

What is your name? What class are you in?

What are your hobbies? What does your father do?

Have you got any brothers or sisters?

Where were you born?

Functions:

Describing oneself

Giving personal information

SB Page 4

1

1 Listen and number

What class are you in?
Where were you born?
What are your hobbies?
What's your name, please?
Where do you live?
Have you got any brothers or sisters?
What does your father do?

2 Listen again and circle the correct information

1 I am from in	<input type="radio"/> a classmate	<input checked="" type="radio"/> a Samy	<input type="radio"/> a Sally
2 I have	<input type="radio"/> a new brother	<input checked="" type="radio"/> a brother	<input type="radio"/> a new friend
3 My brother works in	<input type="radio"/> a factory	<input checked="" type="radio"/> a car	<input type="radio"/> an office
4 My mother is a	<input type="radio"/> a teacher	<input checked="" type="radio"/> a teacher	<input type="radio"/> a reporter
5 One of my hobbies is	<input type="radio"/> swimming	<input checked="" type="radio"/> a meeting	<input type="radio"/> swimming lessons
6 I have a younger brother	<input type="radio"/> a footballer	<input checked="" type="radio"/> a footballer	<input type="radio"/> a football student

3 Talk about yourself

yourself → *your family*

your school → *your friends*

your free time → *your family*

your family → *your school*

your friends → *your free time*

your free time → *your school*

your school → *your family*

your family → *your friends*

your friends → *your free time*

8 Listen and number

- 1 Ask students who Sally is (*Samy's sister*) and what they already know about her.
- 2 Read the questions with the students and check that they understand them. Get them to guess what Sally's answers might be.
- 3 Explain the task: they will listen and number the questions in the order that they hear them on the tape.
- 4 Check their answers.



Tapescript

Woman: *What's your name, please?*

Sally: *My name is Sally Shukri.
I'm eleven years old.*

Woman: *Where do you live?*

Sally: *I live in Cairo.*

Woman: *Were you born in Cairo?*

Sally: *No, I wasn't.*

Woman: *Where were you born?*

Sally: *I was born in Suez.*

Woman: Now please tell me about other people in your family.
Have you got any brothers or sisters?
Sally: Yes, one brother. His name is Samy and he's thirteen years old. I haven't got any sisters.

Woman: Can you tell me about your father?
What does he do?
Sally: He's a hotel manager.

Woman: What does your mother do?
Sally: My mother is a scientist. She works at the university.

Woman: Now about your school. What school do you go to?
Sally: I go to Nasr City Preparatory School for Girls.

Woman: And what class are you in?
Sally: I'm in the first year, in class 1d.

Woman: Is English your favourite subject?
Sally: Of course.

Woman: And outside school, what are your hobbies?
Sally: Well I have two or three hobbies: I like playing volleyball, I like reading and I enjoy watching TV, too.

Woman: Any other hobbies?
Sally: Yes, computers. My friend Soha Zaki and I have got a website for students who know English. They write to our website and send us stories and other information.

Woman: What a great idea! Well, thank you very much for talking to me.

Answers:

2 b	3 a	4 b
5 b	6 c	

10 Talk about yourself

- 1 Look at the diagram with the students and point out the four subject areas. Tell them they are going to talk about themselves, and ask in which order they will speak about each of the four things.
- 2 Elicit some sample statements for each part of the diagram from different students.
- 3 Put students into pairs and have them take turns speaking about themselves, covering each of the areas specified in the diagram.
- 4 Ask some students to demonstrate.

WB Page 3

Complete the information

My family

My school

My interests

My friends

Now write about yourself!

It's time to introduce myself. My name is...

Answers:

6	3	7	1
2	4	5	

9 Listen again and circle the correct information

- 1 Read the statements with the students and check that they understand them.
- 2 They already know some of the answers, so get them to circle those in pencil and be ready to check them as they listen.
- 3 Play the tapescript from Exercise 8 again.
- 4 Students listen and circle the correct answers for Sally.
- 5 Check their answers.

5 Complete the information

- 1 Go through the boxes with the students, eliciting sample responses.
- 2 Students complete the information about themselves.

6 Now write about yourself

Students use the information that they put in the boxes to write a paragraph about themselves.



Further practice

- Students fill in a sheet like the one on page 3 of their Workbooks about themselves, but leave

the name box blank. Collect the forms in and redistribute them to different students. Students then move around the class, asking each other questions to find out whose form they have been given.

LESSON 5 SB page 5

Aims: Learners will

- review language from the unit
- use the mini dictionary

New vocabulary:

cool (v), dry (v), no one, rise, turn into

Skills:

Deducing the meaning of new words by reading them in context.

Before using the book:

- Refer back to the first page of the unit and the list of aims in the box. Go through each bullet point and elicit from students what they have learnt about each one.



SB Page 5

The page is titled 'SB Page 5'. It features a 'Help with reading' section with a box for 'Match each word. Use the words in the box to the meaning of the words in the text.' Below are four numbered steps: 1. When you encounter a new word, think about what you already know about it. 2. Try to find out what you already know about it. 3. Think about the meaning of the word in the sentence. 4. If you still don't know the meaning, look it up in a dictionary. It also includes a 'REMEMBER' box with a list of key words and a 'Key language' box with a list of expressions.



Help with reading

- Ask students what they do when they read a text and find a word that they do not know.
- Discuss the best ways of tackling a new word, and refer them to the speech bubbles: they should read the words around the new one to give them clues, and try to guess the meaning.
- Do sentence *a* with them to demonstrate: they read the sentence, guess the meaning, say it in English and in Arabic and then check that they are correct by looking the word up in their dictionary.

4 Put students in pairs to complete the task.

5 Check answers with the whole class.

6 Ask students to work together in their pairs to use the words in other sentences.

Answers:

cools: gets colder
no one: no people

rise: go up
turns into: becomes

- 1 Draw students' attention to the REMEMBER box and read the two bullet points.
- 2 Elicit examples.
- 3 Read through the *Key language* points with the students and ask them to supply either a question or an answer for each one.
- 4 Read through instructions a–d and explain where necessary.
- 5 Explain that students should write the letter of the correct instruction in the boxes.
- 6 Students do the task individually, then compare their answers in pairs.
- 7 Check answers with the whole class.
- 8 In their pairs, students think of more sentences/questions for each of the instructions a–d.

Answers:

a (given), b, c, d, c, d, a, b

A s s e s s m e n t**Listening Task**

Target element: *the present simple in descriptions of work routines and jobs*

Use the text from WB page 2, Ex. 4. Read aloud in random order the six (correct! – see answer key) descriptions of the people's work, but don't say the title of the job, e.g. *They work in shops. They sell clothes and other things and help people in shops.* Students have to write the job title. (These can be written in random order on the board beforehand so that it is not a writing/spelling test.)

Speaking Task

Target element: *asking for and giving personal information*

Use SB page 2, Ex. 4. Students role play the hotel secretary and Hassan at the hotel. Students can be assessed in pairs, reversing roles so that both play the questioner.

Reading Task

Target element: *questions and answers about personal and work information*

Use WB page 1, Ex. 2. Students read and answer some comprehension questions about Ahmed Morsi.

- 1 What's his full name?
- 2 Where is he from?
- 3 What's his phone number?
- 4 When was he born?
- 5 What's his address?

Writing Task

Target element: *the present simple in descriptions of work routines*

Use SB page 3, Ex. 7. Students choose three of the jobs and write about what the people doing them do every day. They should do this without the help of their books. Dictionaries can be used.